



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3415 N. 59th Ave., Phoenix, AZ 85033

Phoenix Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Phillip Verdugo  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : 9-12  
 Web Address : phxhs.k12.az.us  
 Phone Number : (602) 764-2009  
 Fax Number : (602) 271-2597  
 E-mail : verdugo@phxhs.k12.az.us

### Mission

Maryvale High School provides the opportunity for students, staff, parents and the community to interact in a positive, effective and equitable learning environment. This will result in academic achievement, career skills and societal growth.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Not Met
2004-05	Met
2003-04	Met

#### School Improvement Status <sup>(b)</sup>

2005-06	Warning Year
2004-05	N/A
2003-04	Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To increase parental involvement with the academic process of their child.
- ü All students will show improvement in all core academic areas and demonstrate the ability to read, write and excel in mathematics.
- ü All students will demonstrate growth in making responsible decisions and positive changes.
- ü All students will be provided with academic and AIMS preparation instructional support.

### Enrollment

October 1, 2005 School Year Student Enrollment : 2536  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2005-06 : 18

## Instructional Programs

- ü Honors Classes/Adv. Placement Classes
- ü SPED Program
- ü ELL Program
- ü Estrella Community College Co-enrollment
- ü ACE Plus Program - GCC
- ü Phoenix Community College Co-enrollment
- ü Technology Education
- ü AIMS Preparation

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

Maryvale High School's responsibility is to provide a safe, positive, learning environment, to a diverse population of students. To maintain an open line of communication with parents regarding academics and school policies. We also provide facilities and equipment that are used to support our athletics and extracurricular activities.

### Parents

Parents are responsible for ensuring that students stay in school. They monitor attendance and academic concerns and that their student is prepared for classes. Participate in the school reform programs and shared decision-making process. They communicate with school officials and encourage their children to abide by school rules and policies.

## Transportation Policy

Our transportation policy includes home/school handicapped bus service; city bus pass for qualified students living 1.5 miles from school; transportation to Metro Tech VIP; transportation for athletic events/academic field trips.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü National DECA President	2002
ü Brown vs Board of Education Award	2003
ü ASU President's Scholarship (7 awards given)	2004
ü Gold Medal Received at the Heritage Festival in Boston	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	632	5965	71130	100	100	95	679	683	701	38	36	23	19	17	13	41	43	51	2	4	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	345	3050	35465	100	100	96	681	684	702	33	32	21	21	19	13	43	45	53	2	4	13
Male	287	2915	35648	100	100	94	676	681	701	45	40	24	17	16	12	37	40	50	1	5	14
African American	34	576	3868	100	100	95	666	676	686	62	42	33	12	18	17	26	37	45	NA	4	6
Hispanic	545	4559	25103	100	100	95	679	680	685	38	37	34	19	18	16	41	42	45	2	3	5
Asian/Pacific Islander	NC	82	1805	NC	100	98	NC	713	731	NC	16	9	NC	9	7	NC	55	50	NC	21	34
American Indian/Alaskan Native	NC	214	4241	NC	100	90	NC	686	679	NC	32	39	NC	15	19	NC	49	39	NC	4	3
White	46	534	36075	100	100	95	688	704	715	26	21	12	22	13	9	48	51	58	4	15	21
Students with Disabilities	70	683	5862	100	100	71	644	648	658	83	72	63	14	13	15	3	13	20	NA	2	2
Students without Disabilities	562	5282	65268	100	100	98	683	686	705	33	31	19	20	18	12	45	46	54	2	5	15
Limited English Proficient Students	123	1115	4859	100	100	93	662	661	662	67	66	64	15	16	15	18	17	20	NA	0	1
Migrant Students	NC	14	786	NC	100	95	NC	695	681	NC	21	38	NC	36	18	NC	36	41	NC	7	4
Economically Disadvantaged	400	4233	22957	100	99	93	680	681	685	37	37	34	19	18	17	42	42	44	2	3	5
Non-Economically Disadvantaged	232	1732	48173	100	100	96	677	688	709	41	34	17	19	16	11	38	43	55	2	8	18

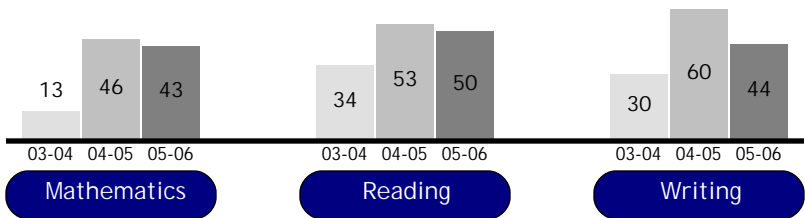
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	649	6161	73018	100	100	97	675	680	703	10	10	6	40	36	23	49	51	64	1	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	353	3143	36181	100	100	97	680	684	708	7	8	4	38	34	21	54	55	65	1	3	9
Male	295	3015	36816	100	100	96	670	676	699	13	13	7	42	39	24	44	47	62	1	2	7
African American	40	601	3976	100	100	96	665	680	689	13	10	8	48	34	29	40	53	59	NA	3	3
Hispanic	554	4709	25801	100	100	96	674	676	683	10	11	10	41	39	34	48	49	53	1	1	3
Asian/Pacific Islander	NC	84	1812	NC	100	98	NC	708	722	NC	2	3	NC	25	15	NC	63	66	NC	10	16
American Indian/Alaskan Native	NC	219	4389	NC	100	93	NC	686	675	NC	7	9	NC	33	42	NC	59	47	NC	1	1
White	48	548	37024	100	100	97	700	711	721	6	4	2	21	21	12	67	61	73	6	13	13
Students with Disabilities	71	721	7170	100	100	85	638	639	654	31	31	23	58	50	47	11	17	29	NA	2	1
Students without Disabilities	578	5440	65848	100	100	98	679	684	708	7	8	4	38	34	20	54	55	67	1	3	9
Limited English Proficient Students	130	1166	5099	100	100	95	638	639	641	31	30	29	60	61	59	9	9	12	NA	0	0
Migrant Students	NC	14	817	NC	100	96	NC	671	667	NC	14	15	NC	43	44	NC	43	39	NC	NA	1
Economically Disadvantaged	406	4384	23912	100	100	94	675	676	681	10	11	10	40	39	36	49	49	52	1	2	2
Non-Economically Disadvantaged	243	1777	49106	100	100	98	676	690	714	9	8	4	40	30	16	50	56	69	1	6	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	644	6157	72810	100	100	96	664	667	685	9	9	6	47	42	30	44	46	58	0	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	349	3142	36111	99	100	97	673	676	695	5	6	4	43	36	23	52	55	65	1	3	8
Male	294	3013	36678	100	100	95	652	657	674	14	13	9	51	49	36	35	38	52	NA	1	3
African American	40	602	3962	100	100	96	646	667	675	18	10	8	48	37	33	35	50	55	NA	2	3
Hispanic	549	4705	25735	100	100	96	664	664	669	9	10	10	47	45	41	44	44	48	NA	1	2
Asian/Pacific Islander	NC	84	1809	NC	100	97	NC	693	704	NC	5	4	NC	30	19	NC	61	65	NC	5	13
American Indian/Alaskan Native	NC	220	4370	NC	100	92	NC	679	670	NC	7	9	NC	34	39	NC	55	50	NC	4	2
White	48	546	36915	100	100	97	676	687	697	2	5	3	42	32	21	54	57	67	2	6	8
Students with Disabilities	70	717	7071	99	100	84	627	626	634	24	26	24	64	55	53	11	16	21	NA	3	1
Students without Disabilities	574	5440	65739	100	100	98	668	672	689	7	7	4	44	40	27	48	50	62	0	2	6
Limited English Proficient Students	130	1164	5046	100	100	94	623	622	621	30	29	31	61	61	56	9	10	12	NA	0	0
Migrant Students	NC	14	812	NC	100	96	NC	655	654	NC	14	15	NC	36	51	NC	50	34	NC	NA	0
Economically Disadvantaged	405	4383	23814	100	100	94	663	664	667	10	10	10	47	44	41	43	44	47	0	1	2
Non-Economically Disadvantaged	239	1774	48996	100	100	97	665	675	693	8	8	4	46	37	24	46	51	64	0	4	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	92	21	NA	42	97	38	40	51	97	35	37	52
	Language	95	21	26	42	97	38	40	50	97	37	37	50
	Mathematics	95	39	44	63	97	36	38	50	97	37	35	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 2 School Administrator(s)
- 3 Non-certified Employee(s)
- 4 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

## Council Duties

- ü School Improvement
- ü Safety Issues
- ü Instructional Programs
- ü Community Relations
- ü School Reform Initiatives
- ü Staff Development

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	134.00
Other Professional Staff	19.00	Teacher Aide	16.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	11	13	0	0
7 to 9 years	27	14	0	0
10 or more years	38	31	4	1

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	144
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

## Special Facilities

- ü Two Gymnasiums/All-weather Track
- ü Computer Labs
- ü Fitness Ctr./Dance Studio/Band Facility
- ü Library/IMC

## Extracurricular Activities

- ü JROTC
- ü Academic Decathlon
- ü National Honor Society
- ü Yearbook
- ü Boys Varsity/JV/Freshman Athletics 9-12
- ü Marching Band
- ü Girls Varsity/JV/Freshman Athletics 9-12
- ü Student Government

## Social Services

- ü AIMS Tutoring
- ü Mentoring Program
- ü Social Worker Services
- ü Mandated Groups for Drugs and Alcohol
- ü Crisis Intervention--Counseling/Security
- ü Child Development Classes
- ü Counseling/Guidance Services
- ü Title One

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

ü Attendance rate increased to 96.9%.

ü Dropout rate decreased to 2.1%.

ü 74.8% of seniors graduated in 2004.

ü On average 22.3 credits are earned by seniors.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	90	89	88	73
Graduation Rate <sup>6</sup>	89	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

The School Resource Officer provides law related education to all students. The resource officer and the security staff are available and visible on campus throughout the day. Maryvale High School also offers the following programs: mediation, anger management, support groups and the secret witness program.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Phillip M. Verdugo	(602) 764-2009
Transportation Policy	Gene Moore	(602) 764-1612
Community Resources	Phillip M. Verdugo	(602) 764-2009
School Nutrition Programs	Lorie Drobny	(602) 764-7900
Parent Organization	Anne Paske	(602) 764-2034
Student Health/Nurse	Amy Hamper	(602) 764-2024

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.